

## Inspection date

Previous inspection date

01/09/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

|                                                                                        |   |
|----------------------------------------------------------------------------------------|---|
| How well the early years provision meets the needs of the range of children who attend | 3 |
| The contribution of the early years provision to the well-being of children            | 3 |
| The effectiveness of the leadership and management of the early years provision        | 3 |

## The quality and standards of the early years provision

### This provision requires improvement

- The childminder observes the children as they play, she makes assessment about their current stage of development and plans for their next steps in their learning. Therefore, children are making some progress.
- Partnerships with parents are being developed and the childminder shares warm relationships with the children she cares for. She supports them through less familiar situations. Therefore, children's personal, social and emotional development is to some extent promoted.
- The childminder is fully aware of her responsibilities in the event of a child protection concern arising. As a result, children are safeguarded from abuse or neglect.
- There is some capacity for continuous improvement. The childminder is beginning to accurately identify her strengths and areas in which the service could improve.

### It is not yet good because

- Children's safety is not fully addressed because the risk assessment does not include everything with which a child may come into contact.
- Children are not consistently learning right from wrong and how to behave. This is because sometimes the childminder does not help them to understand the consequences of their behaviour.
- Children are not consistently given opportunities to develop an understanding and learn about our similarities and differences.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities as children played in the childminder's home.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of parents and carers views from information in the childminder's own parental questionnaires and by speaking directly to the parents.
- The inspector checked evidence of the suitability of the childminder.

## Inspector

Hayley Lapworth

## Full report

### Information about the setting

The childminder was registered in 2013. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives in Burbage in Leicestershire. She lives with her partner and two children aged six and three years. The whole of the ground floor is used for childminding, along with a bathroom upstairs and the biggest bedroom. The family have pet fish. There are currently five children on roll, three of whom are in the early years age group. The childminder is able to walk with children to and from local schools and pre-schools. She attends local toddler groups with children. The childminder cares for children all year round, Monday to Friday, from 7am to 6pm except for during Christmas and family holidays.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- make sure that the risk assessment includes everything with which a child may come into contact, with specific reference to ensuring children's safety by making the large collection of carrier bags in the kitchen, chemicals in the bathroom and the collection of dirty cigarette ends in the garden inaccessible.

#### To further improve the quality of the early years provision the provider should:

- provide more consistent opportunities for children to learn about managing their own behaviour, for example, by explaining to them the difference between right from wrong and how to behave
- provide more opportunities for children to learn about similarities and difference between themselves and others and among families, communities and traditions.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children are making some progress as the childminder has suitable knowledge and understanding of the learning and development requirements. She shares a written summary with parents of the progress check for children between the ages of two and three years. Therefore, the parents and health professionals are suitably informed and early intervention can be sought where necessary. The childminder spends time with the children and their parents, building relationships during the settling-in periods. She

encourages parents to share what they know about their children's current stage of development. She then uses this information, along with her planned and spontaneous observations, to track children's progress. The childminder accurately identifies where they may need additional support in order to make progress and includes this in her planning. Parents are suitably involved in their children's learning. The childminder verbally shares what she knows about their development with them and she occasionally encourages them to look at their children's learning journals. As a result, they are to some extent able to support their children's learning at home. Children are provided with a suitable range of resources and activities, some of which are stored at their level. They are supported by the childminder to make choices through looking through a book of photographs of the types of play they can choose from. Therefore, they are gaining skills in becoming independent by making choices for themselves about what they would like to play with. This also helps to prepare them appropriately for their next stage in learning, such as starting school.

Children's personal, social and emotional development is suitably supported in some areas. They are beginning to learn about the difference between right from wrong. At times the childminder explains to the children the consequences of their behaviour. For example, she explains why it is not a good idea to jump up to be lifted by another child of a similar size. However, this approach to helping children learn to behave is not consistently applied. Therefore, children are not consistently learning right from wrong and how to behave.

Children's communication and language skills are suitably supported. They are encouraged to converse with the childminder and with one another. For example, the childminder sits the children opposite one another at meal times and encourages them to talk to each other. She also introduces new language through reading books with them. She points to pictures of animals and objects and asks the children to repeat the words after her. For example, they repeat the words 'parrot' and 'cauliflower'. Therefore, their range of vocabulary is growing. The childminder also asks them questions that make them think. For example, she asks them how many bricks they can see with numbers on. Consequently, this also encourages their mathematical development through recognising numbers and counting in numerical order. The childminder is aware of how to support children with English as an additional language, should the need arise. For example, she discusses how she finds out about words they use at home and encourages them to use these words in their play and learning. The childminder occasionally provides resources which support children in understanding our wider world. However, children do not have enough opportunities to learn about similarities and differences between themselves and others, and among families, communities and traditions. This is because the childminder does not consistently provide activities and resources that promote positive attitudes towards race, culture and disability. Children's physical development is suitably supported by the childminder. She ensures that they are able to practise skills using large play equipment in her garden, at the local park and at toddler groups.

### **The contribution of the early years provision to the well-being of children**

Children are generally settled and emotionally secure. They share warm relationships with the childminder. However, their feelings of safety are occasionally misplaced because the childminder has not implemented her risk assessment programme fully. Settling-in arrangements are agreed on an individual basis in order to support children's emotional security and meet parents' wishes. At the onset of care detailed admission information obtained from parents ensures that individual care needs are met. Information about the childminder's practice with regard to safety, illness and accidents is shared with parents. The childminder prepares children well for their move to other early years settings, such as reception class in school. By attending local groups, children have opportunities to socialise with other adults and children of a similar age.

Healthy lifestyles are suitably promoted by the childminder; she encourages the children to be physically active and to exercise their bodies outside. They spend time in the childminder's garden playing on a variety of equipment and older children walk to and from school. As a result, their physical skills are being developed and they benefit from playing in fresh air. The childminder suitably supports healthy eating. She provides nutritional snacks, such as fresh fruit in the afternoon and encourages children to drink water at lunch time. Children are beginning to learn about some aspects of how to keep themselves safe. For example, the childminder explains to children how to sit safely on their chair in the kitchen so that they don't fall off. Children mostly behave well because the childminder acts as a suitable role model. However, an inconsistent approach to teaching children about managing their own behaviour means that they are not progressing as well as they might, in learning right from wrong.

### **The effectiveness of the leadership and management of the early years provision**

The childminder is secure in her knowledge and understanding of the procedures she must follow in the event of a concern about a child in her care. The childminder ensures that anyone over the age of 16 living or regularly spending time in her home completes Disclosure and Barring Service checks. She ensures that children are never left unsupervised with a person who has not been vetted. Parents are made aware of the childminder's safeguarding policy and her Local Safeguarding Children Board procedures. Some areas of the childminder's home are made safe and suitable for use by the children, as some potential hazards have been minimised. The childminder's written risk assessment identifies potential hazards and action taken to minimise these risks. For example, the staircase has been made inaccessible by the use of a safety gate. However, not all areas used by the children have been included in the risk assessment. For example, a large amount of carrier bags in the kitchen are accessible to children as are some cleansing products in the bathroom. In addition, children have access to a large amount of dirty cigarette ends in the garden. Therefore, the childminder has not addressed all of the potential risks to children.

There is some capacity for future improvements as the childminder is beginning to identify her strengths and where improvements can be made. For example, she has identified some ways that children's safety could be further assured in her garden. In order to improve her service the childminder welcomes support from her local authority partnership

advisors and she follows most of their recommendations. Parents are beginning to be successfully involved in sharing their views about the service. For example, the childminder finds out what they think about her service through discussion and through the questionnaires that she asks the parents to complete. The childminder is beginning to monitor the educational programmes to ensure that children make progress in their learning. She is aware of the requirements within the Statutory Framework for the Early Years Foundation Stage. The childminder uses this, and guidance, suitably well to meet children's care and learning needs. Overall, resources meet children's different learning needs and are maintained in a good state of repair.

Communication between the childminder and parents is generally good; they regularly discuss the children's care and learning needs. The childminder is fully aware of the importance of obtaining as much information as possible about each child's individual needs from parents and agreeing with them how they can work together to meet these needs. A range of written policies successfully reflect the childminder's practice. As a result, a consistent approach between the childminder and parents is assured. Parents are happy with the service the childminder provides. They say that the childminder provides a homely, family environment and that they are comfortable in sharing any concerns they may have. They especially appreciate how well their children settle on arrival. The childminder is aware of the importance of establishing links with other early years providers to ensure continuity of care and learning when the need arises.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register).

## What inspection judgements mean

### Registered early years provision

| Grade   | Judgement            | Description                                                                                                                                                                                                                                                                                                                                                                        |
|---------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 1 | Outstanding          | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.                                                                                                                                                                                         |
| Grade 2 | Good                 | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.                                                                                                                                                                                                               |
| Grade 3 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.                                                                 |
| Grade 4 | Inadequate           | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection. |
| Met     |                      | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.                                                                                                                                                                                                                   |
| Not met |                      | There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.                                                                                                                                                                                                                       |

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | EY457968       |
| <b>Local authority</b>             | Leicestershire |
| <b>Inspection number</b>           | 931989         |
| <b>Type of provision</b>           | Childminder    |
| <b>Registration category</b>       | Childminder    |
| <b>Age range of children</b>       | 0 - 17         |
| <b>Total number of places</b>      | 4              |
| <b>Number of children on roll</b>  | 6              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | not applicable |
| <b>Telephone number</b>            |                |

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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